

Point of View/Perspective

Targeted “Must-Learns”:

- Inferential Thinking
- Making Connections

Curriculum Expectations:

Making Inferences/Interpreting Texts 1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Extending Understanding 1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them

Analysing Texts 1.7 analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction

Point of View 1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives

Remember that the Ministry defines “text” as:

text. A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to present information and ideas to an audience.

Audience/Grade:

Intermediate students

Suggested Resources:

- images from the HSBC “Point of View” media campaign

Suggested Materials:

- a laptop with a data projector (with SmartBoard software – a free trial download is available)
- chart paper and markers
- desks arranged in groups (number of students in group is up to you)

- computer access for the 2nd class period

Time Required:

- two 50-minute periods with a possible third if you elect to have students present their work to the class

Activity:

Lesson #1

1. Discuss the notion that two (or more) different people can view the same situation, set of "facts" and arrive at two (or more) very different perspectives.
 - a. Facts: unchangeable and constant, objective, void of opinion
 - b. Point of View: through whose "eyes" the facts are being viewed
 - c. Perspective: the resulting decisions/opinions that arise once a set of facts have been examined from a particular point of view
2. To reinforce these ideas:
 - a. Have students describe the "facts" of the store "West 49" (sells skateboards, sells skateboarding clothes, dimly lit, plays "current" music more loudly than "background", ...). Now challenge the students to view those facts through the eyes of a skateboarding teenager. What would that teen be thinking/saying? (Hey...that's my favourite song! Man...love that hoodie! I need a new pair of skinny jeans! Sick board! ...). Now challenge students to view the same facts of a West49 store through the eyes of my grandmother who just turned 100. (This music is too loud. Where is that boy's belt? Do you sell any pants with an elastic waistband? ...) Draw attention to the fact that the SAME facts of the store create two very DIFFERENT perspectives, depending on the point of view from which they are examined.
3. While you get the data projector working, have students draw a large t-chart on their piece of chart paper. Explain that you are going to show a clip that contains sounds, pictures and words. Students will be challenged to view this clip, paying particular attention to any points of view/perspectives that are presented.
4. Show the clip from <http://www.youtube.com/watch?v=-2gM6zKgoQg> (30 seconds). Instruct students to write and say nothing.
5. Tell students that you are going to show the clip again and ask students to come up with labels to name/address the two points of view from which this ride is examined. After showing the clip a second time, give the groups a

minute or two to discuss and record their ideas.

6. Now explain that you will show the clip a few more times and students should be challenged to record the vocabulary in the appropriate places of the t-chart. After showing one more time, ask students if there are any words they don't understand.
7. Discuss the power of the chosen vocabulary (same suffixes or sounds...but opposite meanings). Note that many students want to include "extreme" in the "positive" side of the t-chart given their use of the word...but the creators likely meant it to be included in the negative side of the chart.
8. Now share some of the "Point of View" campaigns posted at <http://www.yourpointofview.com/page03.html> . I have found the once showing as pain, traditional, work, unbearable, love and riveting to be easily understood by students and good discussion-starters. When viewing each advertisement, have students:
 - a. Describe the facts - what is shown in the picture? what do the chosen words mean?
 - b. Describe the two points of view - what do you assume/infer is true about the person who "labeled" the first two images? what do you assume/infer is true about the person who "labeled" the second two images? (Have students make connections (text-text, text-self, text-world) to support their assumptions/inferences.
 - c. State the final perspectives that are presented.
9. Work through as many examples as time allows.

Lesson #2

1. Quickly review lesson #1.
2. Working in pairs, have students try to create a media text similar to the ones viewed last day - two images and two words that when mixed and matched present very different perspectives. Students may choose to use one of several software options (Microsoft Moviemaker, WordPerfect12, Presentations 12, Microsoft Publisher, ...).
3. Let students know (if you choose this route) that they will be presenting their media texts to the class and that they must be prepared to discuss:
 - a. the facts of the images/words
 - b. the points of view
 - c. the resulting perspectives
4. Insist that students cite their sources of any images used.

Modifications:

- teacher-created groups/pairings

Assessment:

- see rubric on next page

Assessment:

Point of View/Perspective Rubric

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding (The "facts" of the images and chosen words)	Demonstrates a limited understanding of the text by selecting and describing a few ideas that may not always be relevant. Identifies and describes a limited number of features and organization of the text.	Demonstrates some understanding of the text by selecting and describing some simple, but relevant, ideas and information. Identifies and describes some features and organization of the text.	Demonstrates an understanding of the text by selecting and describing most relevant ideas and information. Identifies and describes a considerable number of features and organization of the text.	Demonstrates a thorough understanding of the text by skillfully selecting and describing almost all relevant ideas and information. Identifies and describes all/almost all features and organization of the text.
Inferencing (Point of View)	Identifies and describes a few factors that relate to one's point of view.	Identifies and describes some of the key factors related to one's point of view.	Identifies and describes key factors related to one's point of view.	Effectively identifies and describes strong relevant factors related to one's point of view.
Synthesizing/ Application	Combines limited information with existing knowledge to form a simple opinion on a perspective.	Combines some new information with existing knowledge to form an opinion and indicates a basic understanding of another's perspective.	Combines new information with existing knowledge to form an opinion and recognize varied perspectives.	Student clearly and succinctly combines new information with existing knowledge to confidently form an opinion and recognize varied perspectives.